

# Assignments

Assignments for this course involve you in working both independently and collaboratively to learn about distance education. You will be involved in researching, writing, sharing, and presenting ideas using the technology tools of distance learning. Each student will submit a learning contract by email, which s/he chooses which assignments s/he will complete. The assignments from which you may choose are:

Synchronous Instructional Development Project	<b>30</b>
Distance Learning Issue Paper	<b>10</b>
Technology Paper and Demonstration	<b>15</b>
Distance Learning Application Paper	<b>10</b>
Threaded Discussion Postings (minimum 20)	<b>10</b>
<u>Optional</u> Distance Learning Observations 6 @ 5 pts each_	<b>(30)</b>

**Total      75**

# Synchronous Instructional Development Project

(30 points) Due date: Schedule with instructor Begin **1/23/2006** thru **4/23/2006**

In this assignment, students may choose to work alone or in pairs or triads composed of students at their own site or from different sites. Students will develop a unit plan and mini-lesson for distance delivery. Students should plan the instruction for

**synchronous** delivery on EDNET.

The plan must be an original unit plan that involves:

- A. A unit plan (lesson plan, storyboard, ISG, etc.) which, at a minimum:
  - (1) Describes the content, the learners, and the instructional goals and objectives,
  - (2) Includes lesson plans which specify the instructional events and activities, the sequence in which they will take place, as well as the media and resources that will be used, and specifies how student performance will be assessed.
  - (3) The plan should be documented and posted onto the threaded discussion segment of WebCT

# Synchronous Instructional Development Project

(30 points) Due date: Schedule with instructor Begin **1/23/2006 thru 4/24/2006**

**B.**

A ten-minute mini-lesson presented via EDNET from your site. For example, you might prepare a PowerPoint or WebQuest on an academic subject of your choice (if you are a science teacher—a biology or physics concept). It should be interactive and will be critiqued by the class. All of the class members successfully completing this option will receive an EDNET Faculty Training Certificate from the Utah State Office of Education after this activity is completed. If you are doing this activity as a group of 2 or 3 (max) then each participant should share equally in preparation and presentation.

# Distance Learning Issue Paper/Presentation

(10 points) Due date: **1/23/2006 thru 2/6/2006** (Posted or Presented in Lesson: 3 or 4)

**Description:** Here's the chance to dig in and wrestle with a distance education question or issue of interest to you and relevant to your subject area and/or the grade level you teach.

The purpose of this assignment is to get you to grow in your understanding of a particular distance education topic. Working by yourself, you will research the topic and write a documented paper that synthesizes your findings in a paper **or** prepare a 2-3 minute EDNET presentation (synchronous) or WebCT Presentation (asynchronous) of equal status or rigor.

# Distance Learning Issue Paper/Presentation

(10 points) Due date: **1/23/2006 thru 2/6/2006** (Posted or Presented in Lesson: 3 or 4)

## Directions

1. Select a topic of interest to you.
2. Contact the instructor
3. Gather information and review literature on your topic
4. In a paper of no less than 6 double-spaced pages, write a synthesis of what you have discovered about your topic
5. Your paper must include the following:
  - a. Initial statement and description/definition of the issue
  - c. Your response to the topic
  - d. A list of resources

If you choose **NOT** to write a paper, then a presentation in **Synchronous** (2-3 minutes on EDNET) or **Asynchronous** (any length you want using WebCT or other method) mode would be appropriate. The expectation would be that a presentation would be of equal difficulty (rigor) as a paper.

# Distance Learning Issue Paper/Presentation

(10 points) Due date: **1/23/2006 thru 2/6/2006** (Posted or Presented in Lesson: 3 or 4)

**Some Possible Issues or Topics:** (Be sure to check with the instructor [gtmiller@usoe.k12.ut.us](mailto:gtmiller@usoe.k12.ut.us) )

- Evaluation Of Instruction/Programs
  - No Child Left Behind—Professional Development
  - Distance Learning Endorsement, Re-licensure issues
  - Assessment Of Student Performance
  - Social Aspects in Distance Learning
  - Aspects Of Interaction
  - Design Issues in Distance Learning
  - Learning In Discussion Group
  - Moderating Collaborative Learning
  - Engaging Students
  - Learning Styles
  - Affective Learning
  - Importance Of the Visual Dimension
  - Gender Issues
  - Support For Distant Learners (Counseling, Advising, Tutoring)
  - Library and Student Support
  - Critical Thinking/Intellect Development
  - Feedback
  - Use Of Distance Education (How Is It Integrated/Used In K-12 Environments?)
  - Teaching Methods
  - Classroom Management
  - Instructional Design Issues
  - Student Population (Who Is Served; What Subject Areas)
  - Copyright Issues
  - Home Schooling
  - How To Begin A Tele-class
- Video Scenario(s), or a Written Case Study/Simulation(s)

# Distance Learning Issue Paper/Presentation

(10 points) Due date: **1/23/2006 thru 2/6/2006** (Posted or Presented in Lesson: 3 or 4)

**Some Possible Issues or Topics:** (Be sure to check with the instructor [gtmiller@usoe.k12.ut.us](mailto:gtmiller@usoe.k12.ut.us) )

## **Distance Learning: Potential For Our Institution. How To Use The Internet For Teaching**

- **Trigger Video Production**
- **Cross-Cultural Communication For Interactive Television**
- **Visual Thinking For Interactive Television.**
- **Alternative Delivery Systems For Distance Learning: Advantages And Disadvantages**
- **Student Motivation And Distance Learning.**
- **What Does The Research Inform Us About Distance Learning?**
- **Designing A Faculty Development Program For (Or Using) Distance Learning—Check With Instructor!**
- **Creating A Personal Image For Tele-teaching**
- **A Student Manual For Telecourses**
- **Trans-cultural Skills For Interactive Television**

**Technology Convergence And The Implications For Distance Education.**

# Technology Application Paper

(15 points) Due date: Between **1/23/2006** thru **4/23/2006**

This assignment is intended to be a individually. Select a current or emerging technology that is used or has potential for delivering distance education. Using the most recent sources you can find, do some background research on the technology and its uses. With the information, you will produce an overview of the technology in which you address these questions:



# **Technology Application Paper**

(15 points) Due date: Between **1/23/2006 thru 4/23/2006**

**What's involved in delivering distance education using the medium and technology (in lay person's terms)?**

**Who's using this technology and how is it being used (for what purpose, to deliver what, how are they doing it)?**

**What teaching and learning issues are associated with effectively using the medium and this particular technology?**

**What is the future directions for this technology (what's on the horizon?)**

# Technology Application Paper

(15 points) Due date: Between 1/23/2006 thru 4/23/2006

**This overview should be presented as a posting to the threaded discussion with an embedded link to a:**

**Webquest,**

**Real-Slide Show Presentation**

**Paper (In Pdf Format)**

**Some Asynchronous Method Of Your Choosing**

**Just make sure the class can be exposed to it in an asynchronous method.**

# **Technology Application Paper**

(15 points) Due date: Between **1/23/2006** thru **4/23/2006**

## **Some Possible Technology Topics:**

**Chat**

**Desktop video**

**Asynchronous Discussion**

**Video Teleconferencing (EDNET)**

**IP video (Polycom)**

**Video Streaming**

**Computer Mediated Conferencing**

**Collaborative Writing**

**Broadcast TV**

**Satellite Television (simplex video-duplex audio)**

**Virtual Field Trips**

**Other Virtual Experiences**

# **Distance Learning Application Paper**

(10 points) Due date: **No later than 4/23/2006**

**Description: The intent of this assignment is to have you learn about the practical applications of distance education for specific settings or audiences. You will produce a short paper after searching available sources and synthesizing current literature on your topic. You will share your findings with others in the class through informal presentations and by posting a summary on WebCT Threaded Discussion**

# Distance Learning Application Paper

(10 points) Due date: **1/23/2006 thru 4/23/2006**

## Directions:

Select a subject area in which you are interested (e.g., science education, language arts), a particular program or application (e.g., The Western Governor's University, TEAMS, Star Schools projects), a program in Utah, UEN, UECC, UENSS or a learning environment (e.g., corporate training, higher education, continuing professional development). Using the most recent sources, conduct some research and write a summary of your findings. In your summary, describe for what purpose and how distance education is being used in that setting for that particular audience or in that particular application. What medium/technology is being used? If a particular application such as TEAMS, describe the instructional model used for distance delivery. Focus on the content rather than the delivery method. Also identify: (1) factors that contribute to success/effectiveness of the application, and (2) issues and trends with respect to distance education in that particular context/case.

# Distance Learning Application Paper

(10 points) Due date: **1/23/2006 thru 4/23/2006**

## Guidelines

- 1) Email instructor to get approval
- 2) Describe
- 3) Write 2-3 double-spaced pages
- 4) Use a minimum of 2 references
- 5) share your findings
- 6) Prepare an abstract
- 7) This paper should be presented  
Webquest,  
Real-Slide Show Presentation,  
Paper (In Pdf Format),  
or some Asynchronous Method Of Your Choosing

# Distance Learning Application Paper

(10 points) Due date: **No later than 4/23/2005**

**Some Possible Applications Topics  
(and States With Active K-12 DE programs).**

Be sure to visit: <http://www.usoe.k12.ut.us/curr/ednet/training/resources.html> for some additional suggestions.

**Utah Electronic High School**

Star STEP NetworkSchools Program

**Public Education Distance Learning in Utah**

**Western Governors University**

Higher Education Distance Learning in Utah

Jordan School District DL

British Open University

**TEAMS**

StarNet Satellite Network

**Tooele School District IP Video**

**DUTel in Duchesne County**

Christa McAuliffe Academy

**UEN/USOE/UENSS distance learning classes**

Kentucky

Oregon

Iowa DE Alliance

Illinois

California

Kansas

Florida

# Observations

(5 points each—You may duplicate this up to 6 times for a total of 30 points) Due date: Between 1/23/2006 thru 4/23/2006. Posted on WebCT Threaded Discussion Board. We will have a separate thread just for **Observations**. Please use this thread to post your observation and make any comments you wish about other observation. Be sure your title or the name of the observation has your name, observation # and the title of the Observation as a title. (example: GMiller 2 Polycom in Tooele, or JSmith 5 KULC Inservice) Note that this activity is not required, but you may do it to earn additional points! See syllabus for more details.



# Threaded Discussion Postings

The WebCT Threaded Discussion section will be available for various discussion activities. Since we do not meet on selected dates, it will be necessary that you “Respond” and “Post” to the threaded discussions. The instructor may post topics of discussion or ask students to create a discussion thread. There may be notes in the weekly ISG about the threaded discussion “Topic of the Week.”

The threaded discussions promote active learning and academic critique of our work. Students should respond or post a minimum of 20 times during the class to receive the 10 points.

***Postings should be of significance!***

**Feel free to suggest a topic by simply posting it.**

**You need not “have permission.” Just “do it!”**

# Quizzes

**There will be 6 quizzes given at various times throughout the course. They will all be online and only available at certain times--usually for 48 hours. The ISG notes will often give you clues about the quizzes.**

**Succeeding quizzes will NOT contain information from previous quizzes. All quizzes are multiple choice with only ONE possible answer.**

**The WebCt will be used to manage the administration, scoring, and posting of your grades. Your scores will never be available to the class, only the TA and the Instructor.**

# Learning Contract

Send the instructor an email (**as soon as possible**) with a brief summary of the activities you intend to do. Describe, very briefly, what the topic will be for particular activities.

Please note the due dates

<b>Assignments</b>	<b>Pts</b>	<b>Due dates</b>
Synchronous Instructional Development Project	30	<b>1/23/2006 thru 4/23/2006</b>
Distance Learning Issue Paper	10	<b>1/18/2006 thru 2/06/2006</b>
Technology Paper and Demonstration	15	<b>1/23/2006 thru 4/23/2006</b>
Distance Learning Application Paper	10	<b>1/23/2006 thru 4/23/2006</b>
Threaded Discussion Postings (minimum 20)	10	<b>1/23/2006 thru 4/23/2006</b>
<u>Optional</u> Distance Learning Observations		
4 @ 5 pts each = an additional 20 points__	(20)	<b>1/23/2006 thru 4/23/2006</b>
<b>Total Assignments</b>	<b>75</b>	
Quizzes 6 @ 5 pts Each	<b>30</b>	
<b>Total Assignments and Quizzes</b>	<b>105</b>	

**Grades submitted 4/27/2005**

# Grading

Contract Assignments, Postings	75 Points
Optional Observations	(30) Additional Points
<u>Quizzes (6 @ 5pts each WebCT)</u>	<u>30 Points</u>

Total Possible 105 Points

**A 90-100%**

**B 80-89%**

**C 70-79%**

**D 60-69%**

**F Lower than 60%**